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*Regards of
M. H. B.*

UNIVERSITY OF VERMONT

Inauguration Services

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UNIVERSITY OF ILLINOIS.

INAUGURATION

OF

Prof. M. H. BUCKHAM,

AS

PRESIDENT

OF THE

UNIVERSITY OF VERMONT

AND

STATE AGRICULTURAL COLLEGE,

August 2, 1871.

LIBRARY OF THE

OCT 9 1880

UNIVERSITY OF ILLINOIS



BURLINGTON :

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INAUGURATION.

The Inauguration of Prof. MATTHEW HENRY BUCKHAM, as President of the University of Vermont and State Agricultural College, took place at the College Street Church, in Burlington, at the close of the Commencement Exercises, August 2d, 1871. After the conferring of the degrees, President Angell, stepping forward, spoke as follows :

ADDRESS OF THE RETIRING PRESIDENT.

Alumni and other Friends of the University :

In the name and by the authority of the Trustees of the University of Vermont and State Agricultural College, I have the pleasure to announce that Professor MATTHEW HENRY BUCKHAM has been unanimously elected President of this Institution, and is now to enter on the duties of that office. He needs no introduction to *you* from *me*. He has dwelt among you from early childhood. He is an alumnus of the University. All the best years of his manhood have been given to its service. At last, a prophet is not without honor in his own country. His rich and varied scholarship ; his long experience and rare skill as an instructor ; his marked power

as a preacher ; his manly Christian character ; and his self-sacrificing devotion to the University in the darkest days of its history, are known to you all.

The Trustees seeing such qualifications in a son of the University, and one young enough to have the best years of his activity before him, could not doubt that they were discharging their duty to you and to the University when they called him to this high office. The students, the alumni, and the public have heartily expressed their approval of the choice. I therefore, my dear sir, most cordially congratulate you and the University that you enter on your new duties under such hopeful auspices. The Institution is fully launched on its upward course. Aided by your faithful and able coadjutors in the Board of Instruction, sustained by the active interest of the devoted Alumni, and by the other no less devoted friends of the University, you surely may share our hope that under your wise administration it shall still increase in prosperity and power. I trust it is proper for me to add the expression of my deep personal gratification in seeing the duties which I have so imperfectly discharged assumed by one whose friendship and counsels have been of such inestimable value to me.

I now request the chief magistrate of the State to administer to you the oath and to hand to you the symbols of your new office.

Governor STEWART then administered to President BUCKHAM the oath, as follows :

You do solemnly swear that, as President of the University of Vermont and State Agricultural College, you will diligently discharge the duties appertaining to that office, according to your best judgment and ability, and in accordance with the laws of the State ; so help you God.

Handing him the keys of the University, the Governor said : “ And now, Sir, in the name of the State which I have the honor here to represent, I deliver to you these symbols of the high office, whose important functions you this day assume.”

President BUCKHAM received the keys, and stepping forward to respond, was greeted with long continued and most hearty applause. He spoke as follows :

RESPONSE OF THE NEW PRESIDENT.

Gentlemen of the Trustees :

I thank you for the confidence you have reposed in me. I thank you for calling me, with a decisiveness which almost precluded debate, and which seemed to me to betoken the call of Providence, to a work so full of attractive opportunity to me, “ if I have grace to use it so.” And amid the weighty responsibilities which I have assumed, it will always cheer and sustain me to recall the pledges of your

heartly co-operation and support, with which you accompanied the tender of the office, and without which it would have been mere presumption in me to accept it.

President Angell :

I thank you for your generous words, warm from your heart, I know. You do not need to be told that I should have much preferred to remain at my old post, serving under you. For never was there a College Faculty, I am sure, more warmly attached to its head, by feelings both of admiration and love, than we have been to you. But as Providence has called you to another field, to which our warmest wishes and highest expectations follow you, it will be my ambition to perpetuate the spirit of your administration. And now permit him who girdeth on the harness to say to him who putteth it off—and I say it almost with envy—that by your five years' service here, you have impressed your character, intellectual and moral, on this University in such a way as to endear you to all its present and all its future friends. So you will find it when you come back here from year to year. You may be sure that there is one place in the world, where you and all who belong to you, will receive the warmest welcome that hearts and hands can give—and that is here among the Alumni and friends of this University.

INAUGURAL ADDRESS.

As I step, not over-confidently, into my position, my thoughts naturally turn back to those who have stood in this place before me ; especially those to whom this body of Alumni look up as to their intellectual fathers ; the men, who while representing to us the spirit of this University, are also in our minds the representatives of all learning and goodness. You, at least, my brethren, will not charge it to me as a weakness, that in this first hour of my new responsibility, I remember with filial deference those revered teachers of my own youth as of yours, and that I somewhat anxiously measure—not myself, of course, with them, but—my ideas, my convictions, my scholastic faith, with theirs. For I cannot persuade myself that we of to-day can work in this field with a spirit essentially different from theirs, and yet be right. The human mind, the subject of all culture, is still the same ; the truth, the instrument of culture, is essentially the same : intelligence and virtue, the end of all discipline, are eternally the same : and with whatever wisdom, enterprise and faithfulness we may prosecute our work, we can never hope to excel theirs. They were progressive men, most of them ; liberal-minded men all, hopeful of new ideas, and hospitable to all reforms. And yet it is not to be disguised that this University to-day presents a somewhat different front to the world from that which

they reared ; that its future in our hopes and aims is not precisely the future for which they shaped it. Have we really cut loose from them, and are we cruising in a new direction, steering by another star, or have we only advanced with the accelerated speed of all modern movements, in the course on which they started us, so that our departure is the measure of our progress ? If Marsh and Wheeler, Smith, Pease and Torrey, the men who made the University what it has been, were to come among us to-day, would they upbraid us for our faithlessness to the principles which they labored to establish here, or would they bid us God-speed on the way which we have marked out ? I would fain believe that what we call the old and the new in education are continuous, not contradictory—that the idea of liberal culture which grew up with modern Christian civilization in the Universities and learned societies of Europe, which was transported along with our fathers' inheritance in all the fruits of literature, learning and piety, to the Universities and Colleges of the New World ; which in those old institutions in England and Germany, as in our younger and youngest institutions in the east and the west, is working in the noblest spirit of devotion to the highest interests of truth and of man,—I would fain hope that it is this same unchangeable Christian idea, modified only in form and expression, which has wrought and is working these changes in this University, and in every vigorous institution of

learning in both hemispheres. I will not disguise it from you, that we who now occupy the chairs of the Marshes, Benedicts and Torreys of the old regime, are in cordial sympathy with the new ideas which the University has affiliated, and yet I should rejoice to feel to-day that the mantle and a double portion of the spirit of the old prophets were resting upon us.

If, therefore, one who had sat at the feet of Thomas Arnold, or Cornelius Felton, or James Marsh, should desire to know why any departure at all was necessary from the system which had confessedly produced the ripest scholars and ablest men the world has yet seen, we will not answer him by any evasive appeals to the spirit of the age,—for scholarship should not pander, but give tone and direction to the spirit of the age; nor by surrendering the principle ever to be maintained which distinguishes a liberal from a merely professional education; least of all by depreciating, in the airy tone of Chancellor Lowe and the wiscacres who have echoed him, that old collegiate system which has achieved such splendid results, not only in scholarship, but in literature, statesmanship, invention and every other high enterprise of human genius. We answer him deferentially and yet confidently thus: The very principle on which that plan of education was based, itself demanded and itself has wrought the changes which that plan has undergone. For what has always been

the constitutive principle of a liberal education, if not this—to subject the mind to the educating power of various studies, and indeed so far as possible to the influence of all studies, in order first to liberalize it, and secondly to enable it to find its own select sphere of action? Whenever the mind learns a new science, it gets a new organ, and the original aim of a liberal education was to endow a man with all the organs or instruments of power which all the sciences could give him—and that not with the fool-hardy aim of attaining omniscience in order to attain omnipotence, but that each man might do his best by learning his utmost ; for it was understood then as well as now, that such an education, in the happy phrase of Ruskin, would be “the discerner, not the equalizer, of men.” The great University system of Europe, established between the twelfth and fifteenth centuries, aimed to teach everything then knowable, *omne scibile*. It was not until the catholic spirit of this old system had been lost, that Oxford and Cambridge were narrowed down to mere schools in philology and pure mathematics, and that exclusive Cerberean spirit arose which so long kept the Principia out of Cambridge and Physics out of Oxford. Then the world beheld the not unusual spectacle of the lineal descendants of an intellectual system contending as for life itself against the very principle on which the system was founded. We have but come back to the true idea of University culture, forced thereto it must

be confessed by the unappeasable demands of modern science. For by what right can a system of education whose fundamental principle it is to uphold all truth in its due relations, refuse to give a very large prominence to a department of truth so important and productive as physical science? If now this is conceded, and if the University course must open to receive the natural sciences, the circle becomes so greatly enlarged as to be no longer compassable by any one mind. The time was when a man might in some fair sense be said to be capable of mastering all knowledge. Such men as Bacon, Milton and Leibnitz did carry with them, within the compass of one brain, the largest and best part of all the knowledge man had attained. To come nearer still to our own times, when Peel and Gladstone carried off at their graduation what are known in England as "double firsts," the distinction was understood to imply that they had explored, not to say cultivated, the whole field of knowledge. But in the University of to-day, a triple or quadruple first would be beyond the capacity even of a Macaulay or a Whewell. With the modern devotion to specialties, the number of the sciences has become so multiplied and the learning has so rapidly accumulated in each science, that such universal scholarship is no longer attainable.

Now in this changed state of things, what is the part of a wise, staunch and yet liberal and pro-

gressive Institution of learning? Shall it keep on in its old way and remand the new sciences to schools of their own? That would leave in the college a set of men who would have been liberally educated for the eighteenth century but are not for the nineteenth—and would give us in the scientific schools a set of men not *liberally* educated at all, mere learned, dogmatic, conceited specialists. Shall we then redistribute the time of pupilage so as to retain a little for every branch of study both old and new? That would give us a set of men not *educated* at all, a generation of sciolists and smatterers. The solution to which we in common with the best European and American colleges have come, is to group studies into courses in such a way as to give something of that general culture, without which education is not liberal, along with that special and exhaustive pursuit of some one branch of study, without which education can no longer be thorough. This is the work to which this College five years ago definitely committed itself, and for the successful shaping of which the credit is mainly due to the ability, wisdom and scholarly faith of my predecessor in office. If, at that critical formative period in the history of this Institution, the controlling mind in its counsels had been one of less breadth of culture on the one hand, or of less practical good sense on the other, the University might have lost its golden opportunity and its good name among the institutions of the land.

Whether or not other colleges, in the changes to which they have submitted, have kept this idea of liberal education clearly and constantly before them, we certainly have. We never intended to encourage that paltry kind of practical education which is a mere apprenticeship to a trade, and which leaves the mind all undeveloped and immature. We did intend, while giving that broad liberal culture which makes a man the citizen of all realms and heir of all the gathered wealth of the ages, to enable him to choose wisely that one department in which he was to labor, to master the special science which underlies his chosen art, and thus to be a liberally educated man in practical life. Instead of the old theory that all minds are constituted alike, and therefore that a like training would easily adjust itself to all the slight variations of individual minds—a theory which was somewhat dogmatic and not true to the facts of the case—we have proceeded upon the theory that as all minds are essentially alike, there are some studies which tend to expand, vivify and liberalize all alike, and that these should be an invariable part of every education ; but whereas there are certain marked and constantly increasing differences in mental capacities, aptitudes, tastes, and as these infallibly point towards efficiency and satisfaction in one direction of effort rather than another, that education should respect the gifts and callings of God, and should lend its aid to the success of the divinely appointed career.

It is one of the most hopeful aspects of our educational progress that larger mental attainments are demanded both *for* and *by* workers in other fields than the so-called learned professions—*for* them quite clamorously by the public opinion of the world, *by* them though more moderately, yet with increasing urgency. This is the new element which more than anything else, more even than the expanding dimensions of natural science, has disturbed the peace of our old collegiate system. The idea has seized upon the public mind, that if science is power, invention, progress—then there are other tracts beside medicine, law and divinity in which these forces can work to advantage. Give them to the mechanic, that he may realize the potential wealth still bound up in the unutilized agencies of nature ; give them to the engineer, the miner, the manufacturer, who have yet before them this Herculean task of subduing a continent to man's high uses ; give them to the farmer, that he may by their aid lighten his heavy labors, increase his scanty profits, and bring into his life that leisure, culture and dignity to which he above all men is entitled. Hitherto society has been constructed on the principle that the artisan and the farmer must labor, while the professional man may gather all the sweets of culture ; and the former have more quietly acquiesced in the unfair arrangement, because they believed and persisted in believing that

science offered no advantages to them. If it is too early to claim that this old fallacy is quite dead, it is safe to say that it is fast dying ; and the colleges, this college among others, have had some share in giving the death blow. The same right which has always been conceded to the professional man, to know all the secrets and to appropriate all the power which science has in store for him, is now claimed for those who cultivate the farms, and build railroads and bridges, and carry on mills and factories. And in due time we may expect to change the current phrase by which college success is measured, and say not only that our sons adorn the pulpit, the bar, and the Senate, but that they magnify their professions as liberally educated farmers, artisans, manufacturers and engineers.

A single word as to the way in which we hope to accomplish this. A glance at any of the courses of study already arranged will reveal our method—which is in brief to group the studies together so as to liberalize the scientific studies by the humanities, and to invigorate literary training by means of science. We aim to inbreed in the scientific student the feeling and aspiration of scholarship, and to counteract the dreamy dilettante spirit of literary studies by the realistic spirit of science. As in the old curriculum the study of the classics was a study, first of the science of language, and secondly, of literature, we do not consider that in substituting some other

science for language, and retaining the study of literature, we are materially lowering the disciplinary value of this group of studies. To be sure it may be contended, and with truth, that literature is best studied and appreciated when reached through the study of the languages that embody it. Yet on the other hand, consider how large a class of men were repelled by the difficulties of the science of language from the literature which they would have relished, if introduced to it in another way. And though I do not consider the experiment decided, I think my colleagues will agree with me in saying that some of our prejudices have been a good deal shaken by the susceptibility to literary culture of those who have had no philological, at least no classical, training. And if any one is inclined to ask, how can you possibly conceive of a man as liberally educated who is ignorant of the great instrument of human thought, namely, language? the answer is, that great as is the educating power of linguistic studies, it may fairly be questioned whether as great a power is not evolved by the effort to trace through all their involutions and evolutions what we may call after Kepler the logic and philosophy of God in His material laws and forces; and how can a man be called educated who is ignorant of all that? And again it is not a question of total ignorance of either subject, but of the relative knowledge of each. The aim is to give to each man a knowl-

edge so varied and liberal that some part of the culture peculiar to each of the great departments shall be enjoyed by all, while its selectest influence will descend upon him only who devotes himself to it as a specialty. If there is anything in the working out of this idea, which is specially our own, and on which we may honestly pride ourselves, it is the amount of general culture, particularly literary culture, which we secure in connection with all the courses.

And why have we not here suggested to us, as a natural application of this general idea, the solution, at least a tentative solution, of the much agitated question of the collegiate education of women? These studies that are congenial and helpful to all minds alike, together with such other studies as experience might show to be adapted to the womanly mind and womanly physique, and to individual capacity, why should not young women pursue these under the accumulated advantages which colleges have been elaborating for centuries, and which separate colleges for women could not hope to originate for themselves for generations? Of course this would be an experiment, but who will deny that some experimenting in this field is sadly needed?

In thus attempting to explain and vindicate the new policy of this Institution, I have deviated from the usual style of Inaugural Discourses, partly because the crowded exercises of the day left me no

time to pronounce, and you no patience to hear, an elaborate address such as might have been appropriate ; but mainly because the thing I have most at heart is to see the friends of this University, old and new, consolidated into one strong body of supporters, among whom there shall be no jealousies, no claims of priority, no feelings and no convictions that will interfere with mutual respect and common attachment to the Institution. It is as obvious as any fact of daily observation that the University is making hosts of new friends by the forward steps she has recently taken ; and it is to me a matter of the very deepest interest that all our friends should be assured that these steps are in the right direction, that the old University is neither dead nor dying, that she never seemed so likely as now to be good for a thousand years. It is at once my highest pride and my deepest responsibility that I am here to-day because the Alumni of the University wished it so. I accept the responsibility with all its implied obligations. And while I pledge myself to administer the affairs of the University, so far as in me lies, with the enterprise which will be demanded of me by a vigorous Corporation, an aspiring Faculty, a body of high-minded students, and an interested public, I pledge myself to *you* to keep the Institution, so far as in me lies, true to the faith which it has wrought into sixty-seven successive classes.

The most valuable endowment any college can

have is a good history. An Institution, which has had a career of three-quarters of a century, has a stronger guaranty for another century's duration than could be given by any amount of money, or of immediate prosperity. Why do your hearts yearn so lovingly toward the "*Old University*," as we always hear you say? It is because you are proud to attach yourselves to the honorable past of its career; its noble advocacy of high and unpopular truth; its serene defiance of disaster and hardship; its long line of poor scholars who have made many rich; and above all, its academic creed; its philosophic faith; its traditional ideas and convictions. When we are inclined to envy the newer colleges of the country their untrammelled opportunities, their splendid possibilities of achievement, let us remember that this means for them a half-century of experiment before they can attain a stability on which their future can be calculated. This college has a history behind it. It has gone through its militant half-century. It has fought many a good fight for the faith it held. It has carried its banner through hardships and desertion and temporary defeat. It has held fast to its faith when older and stronger institutions wavered. It has accumulated and has transmitted from class to class, from administration to administration, a patrimony of ideas and beliefs for which its sons, if need be, would die as they died

for their larger patrimony, the nation. Sooner than that this humble but cherished home of their youth should cease to be the home to which their untravelled hearts could fondly turn, the home of all high thinking and grand faiths, and should be invaded by those sensual heresies in philosophy and morals which degrade the intellect of man and brutalize his spiritual sensibilities, I believe that hundreds of you would take down again the fast rusting fire-locks and the scabbarded swords now hanging in your offices and libraries, and once more go forth to do or die in the righteous cause. An institution which has such a past and such a present surely has also a future. And I hope it is not presumptuous in me to say that our future is almost as certain as our past. In fact we have already entered upon our future. It has been prepared for us, and we have but to go in and possess it—a future, if not of brilliancy, at least of expansion, of usefulness, of reciprocal confidence and service between the college and the people—a future in which some of the oldest and most cherished ideas of this Institution may yet be realized, and in which it shall go on to receive and work out into achievement all the new ideas which God, by His Holy Spirit, shall cause to break forth from His most holy word and from His most glorious works. In His name, and depending on His help, let us go forward.

APPENDIX.

ADMISSION OF WOMEN TO THE UNIVERSITY.

At the Annual Meeting of the Trustees of the University of Vermont and State Agricultural College, August 1st, 1871, the following resolution was adopted :

Resolved,—That women may be admitted to the Academic and Scientific Instruction of the University and State Agricultural College, under such rules and regulations as the Faculty shall recommend : which rules and regulations shall be submitted to the next meeting of the Trustees for their approval.

ACTION OF THE ALUMNI.

At the Annual Meeting of the Associate Alumni, August 1, 1871, the following resolution was introduced :

Resolved,—By the Associate Alumni, that the Corporation and Faculty of the University of Vermont be and they are hereby respectfully requested to consider whether they should not now offer its benefits and privileges to all persons, male and female alike, and that, in our opinion, right and justice, a wise philosophy and a sagacious policy invite to this new course.

This resolution was laid upon the table, and the Secretary was by vote instructed to record the fact that this disposition of the resolution was made simply because the Alumni had learned, since the introduction of the resolution, that affirmative action had already been taken by the Trustees, upon the same subject.

RESOLUTIONS ADOPTED.

The following resolutions were adopted unanimously by the Associate Alumni, the votes being taken by rising :

Resolved,—That the election of Prof. M. H. Buckham to the Presidency of the University, is exceedingly gratifying to the Alumni of this Institution, and that we offer to him our cordial congratulations, and pledge him our hearty co-operation in all ways in our power, in behalf of the interests which he represents.

Resolved,—That the Alumni of the University, while regretting that President Angell has considered it his duty to accept a call to preside over another institution, do hereby express their grateful appreciation of the valuable and efficient service which he has rendered the University during the past five years, and assure him that their best wishes will follow him in his new field of labor.

THE PERMANENT LIBRARY FUND.

The following report presented by a committee appointed to consider and report upon the subject of instituting a permanent fund for increasing the Library of the University, was adopted by the Alumni, at their Annual Meeting, August 1st, 1871.

REPORT.

The committee on “a permanent fund” for the library of the University of Vermont, having carefully considered the question of ways and means, have to report :

That in their opinion a sum equal to one thousand dollars a year can be raised among the friends of the University for this purpose. That two ways of procuring this sum suggest themselves as feasible :

First—By properly presenting the subject to the Alumni and friends of the University by means of a circular letter, in which all those who are addressed are asked to state what sum they are willing to pay annually for that purpose,

Second—To lay before the Alumni in particular, and the public generally, by means of a circular letter, to be sent to such persons as are likely to be able to contribute for this purpose, the great value of such a permanent fund to the library of the University, and ask for donations to be made, and when paid to be put at interest by the Treasurer of the University, and the interest to be expended yearly for increasing or repairing the Library.

And for the purpose of bringing the matter properly before the Alumni who are likely to take an interest in the same, though absent at this time, we submit the following resolutions and recommend their passage:

Resolved,—That the Associate Alumni deem it desirable to furnish for the Library of the University of Vermont and State Agricultural College a continuing income of not less than one thousand dollars per annum.

Resolved,—That the following form of subscription to a fund for that purpose be adopted:

"We, the subscribers, agree to pay to the Treasurer of the University of Vermont and State Agricultural College, the sum set opposite our names, annually, for the purpose of increasing the Library of said University. Said subscription shall be binding when a sum equal to an annual payment of \$1,000 shall have been subscribed, and shall be paid on Commencement Day of each year, or on the first Monday in January of each year, at the option of the subscriber. The amount to be raised shall be expended under the direction of the Faculty of the University of Vermont and State Agricultural College. Any subscriber desiring to terminate his subscription may do so at any time by giving one year's notice of his intention to discontinue the same, and any subscriber who prefers to pay a specific sum as his final contribution, instead of an annual payment, can do so by adding opposite his subscription the words, "final payment." And all such sums shall be invested at not less than six per cent. in securities, by the Treasurer of the University, and the interest thereof be used to make up, or add to, the one thousand dollar "Annual Fund," to be expended for increasing the Library as aforesaid."

Resolved,—That this form of subscription be sent by the Secretary, to every member of the Alumni and such other friends of the University as he may deem best, with the request that the same be returned with his subscription noted thereon.

THE UNIVERSITY OF THE
OCT 9 1890
UNIVERSITY OF ILLINOIS.

UNIVERSITY OF ILLINOIS-URBANA



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